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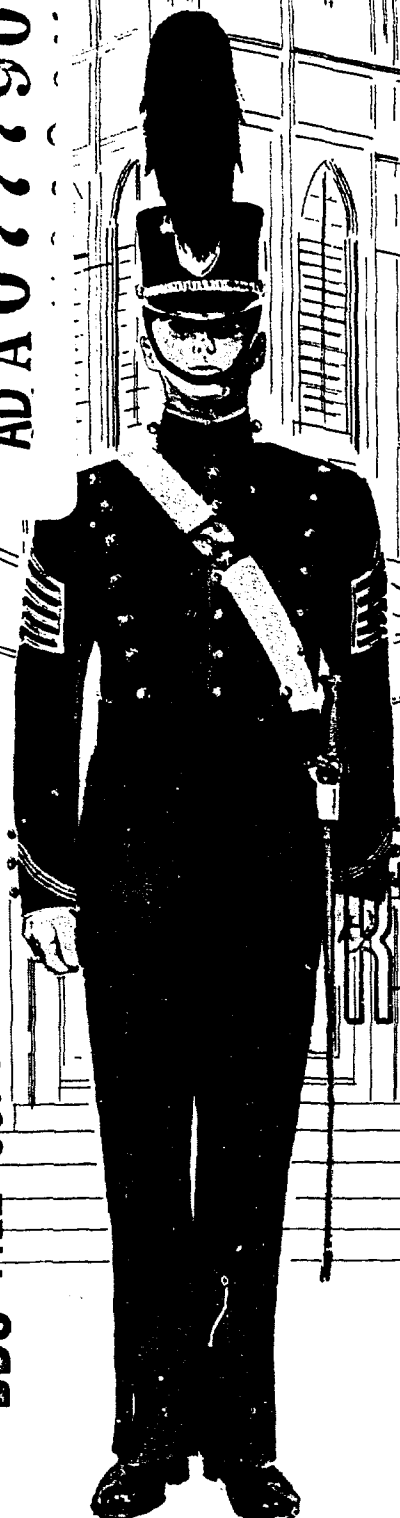
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UNITED STATES MILITARY ACADEMY

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NEW CADETS

AND

OTHER COLLEGE FRESHMEN

CLASS OF 1978

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THE NEW CADET: A SUMMARY IMPRESSION

The typical new cadet in the Class of 1978 is 18 years old and graduated from high school in June just before coming to West Point. His father has had some college, and his mother is a high school graduate. His father most probably was a businessman, a skilled worker or a military careerist. He earned between \$500 and \$1 00 last year independent of his parents; and the total family income last year was between \$15,000 and \$20,000.

The new cadet had an average grade of "A-" in secondary school and took a college preparatory course. He plans to earn a master's degree. His reasons noted as very important for his long-term career choice are: chance for steady progress, intrinsic interest in field, rapid advancement, and contribution to society. His reasons for selecting the United States Military Academy were the good academic reputation, the financial assistance and the special educational program offered.

His current political preference is "Middle-of-the-Road." He feels the government is not doing enough in controlling pollution or protecting the consumer; the wealthy should pay more taxes; parents should be discouraged from having large families; women should get job equality; students should help evaluate the faculty; and the same degree standards should be used for all.

As long-run objectives he hopes to be an authority in his field, develop a philosophy of life and raise a family. Helping others in difficulty, being well-off financially and keeping up with political affairs are also important to him. In self-rating of personal traits he rates himself above average in academic, athletic and leadership ability. He also rates himself above average in the drive to achieve, self-confidence and popularity. These dimensions represent a partial picture of the typical new cadet in the Class of 1978.

PREFACE

The United States Military Academy, in July 1974 participated for the ninth time in the American Council on Education's (ACE) annual survey of the characteristics of students entering college as first-time, full-time freshmen. The major purpose of this ACE survey is to determine how students are affected by the college they attend; at the same time, it provides valuable comparative data about various subgroups in the population of American college freshmen. West Point's participation in the survey permits a comparison of entering Plebes with norms for other freshmen male students and with norms for groups of schools with specific institutional characteristics.

On 8 July 1974, 1435 young men entered West Point as the Class of 1978. Of this entering group, 1393 completed the ACE survey during the second week of New Cadet Training. Out of the group that was tested, 225 reported prior college experience. Since the national norms as published by the American Council on Education¹ deal exclusively with first-time, full-time freshmen, this report presents the opinions and characteristics of 1168 Plebes without prior college experience.

The ACE annual national norms survey collects data on secondary school and socioeconomic backgrounds, values, interests and activity patterns.² A comparison of West Point cadets with norms for various types of undergraduate institutions highlights the unique aspects of the U. S. Military Academy student body and, as well, reveals similarities and differences between West Point and other groups of schools.³

Since the Federal Service Academies have a unique role in higher education, there are no exactly parallel reference groups available for comparison purposes. However, four reference or comparison norms of freshmen are used in this report: (1) all four-year colleges, (2) four-year public colleges with high selectivity, (3) private universities, and (4) public universities. The four-year colleges are those public and private institutions which primarily grant a bachelor's degree only. The four-year public colleges with high selectivity are those institutions with an ACT Composite of entering students in the approximate range of 25 to 28, and SAT Verbal plus SAT Math scores in the range of 1,150 to 1,249. Four service academies, as well as nine other colleges, are included in this norm group. All freshmen of both sexes are included in this norm group, while the other three norms shown are for male freshmen only. The private university-related colleges are those colleges under private control which are parts of universities, while the public university-related colleges fall under direct state and local government control. Universities are defined as institutions which give considerable stress to graduate instruction, which confer advanced degrees as well as bachelors' degrees in a variety of liberal arts fields, and which have at least two professional schools that are not exclusively technological.

The choice of a relevant comparison group for USMA is a judgment which should be based upon one's purposes for drawing comparisons. Four-year colleges provide a broad base for comparison, since they include all types of students. Highly selective four-year colleges and private universities provide a more selective base for comparison because of

¹The American Freshmen: National Norms for Fall 1974. Cooperative Institutional Research Program of the American Council on Education and the University of California, Los Angeles.

²The questionnaire is included as Appendix A.

³All of the questions in the original ACE 1974 Student Information Form, which in turn were reported to participant institutions on the Data Summary print-out, are included in this report with the following exceptions: (1) residence during Fall term; (2) highest degree planned here; (3) parent's religious preference, and (4) source of finance for first year of undergraduate education.

their generally more selective admissions policy and because they probably draw on the same population of high school graduates as USMA. Public universities are presented because cadets often indicate that their alternative choices for college come from this group. The ACE sample was selected to represent the national population of colleges in each category.⁴

Another factor which must be recognized is that all data are self-reported and in some instances are not entirely compatible, even with other self-reported information obtained during the same general period of time. No attempt has been made to independently verify any of the data in this report. Conclusions drawn from the report must be tempered accordingly.

The reader is referred also to a report on the biographical characteristics and achievements of the cadets who entered the Class of 1978.⁵

⁴ A list of colleges incorporated in each of these norm groups is given in Appendix B.

⁵ Houston, John W., Characteristics of the Class of 1978, Office of the Director of Institutional Research, October 1974.

1. BIOGRAPHICAL AND SOCIOECONOMIC CHARACTERISTICS

1. Age in Years as of 31 December 1974:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
16 or younger	0.0%	0.1%	0.3%	0.0%	0.2%
17	2.2	2.8	6.2	2.5	5.9
18	81.0	75.4	77.6	76.7	81.4
19	14.9	18.0	12.9	17.3	11.7
20	1.0	2.1	1.5	1.4	0.5
21 or over	0.8	1.7	1.6	2.0	0.3

The age distribution of new cadets is narrower than for the other categories of institutions, except private universities, being predominantly centered in the 18-19 year old interval.

2. Racial Background:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Caucasian/White	91.4%	87.0%	81.2%	95.5%	92.5%
Negro/Black	4.8	9.9	10.7	2.5	3.6
American Indian	0.8	0.8	0.9	0.7	0.6
Oriental	1.6	1.1	2.4	1.0	1.9
Mexican-American/ Chicano	1.7	0.7	0.6	0.4	1.1
Puerto Rican- American	0.7	0.7	3.4	0.2	0.6
Other	1.3	1.7	3.4	1.0	2.0

Minority group representation in the Class of 1978 is greater than the norms for public and private universities and lower than the levels in all 4-year colleges and highly selective 4-year colleges. Percents add to more than 100 since some students indicated they were from more than one racial background.

3. Current Religious Preference:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Baptist	11.2%	14.9%	10.7%	10.2%	6.8%
Congregational (U.C.C.)	2.0	2.0	1.2	2.6	1.1
Eastern Orthodox	0.8	0.6	0.8	0.6	0.7
Episcopal	4.4	3.2	5.0	3.2	3.1
Jewish	1.0	3.3	4.5	4.2	12.0
Latter Day Saints (Mormon)	1.4	0.2	0.4	0.3	0.1
Lutheran	7.6	5.4	4.3	10.2	3.2
Methodist	12.7	11.6	10.4	12.0	4.9
Muslim	0.1	0.2	0.3	0.1	0.1
Presbyterian	7.7	5.9	6.5	6.6	4.1
Quaker (Society of Friends)	0.1	0.2	0.1	0.2	0.2
Roman Catholic	36.6	31.0	35.9	27.8	44.3
Seventh Day Adventist	0.0	0.6	0.2	0.1	0.1
Unitarian-Universalist	0.1	0.4	0.4	0.4	0.5
Other Protestant	8.7	6.4	4.2	4.3	2.6
Other Religion	1.7	3.8	3.2	3.4	2.4
None	3.9	10.6	11.9	13.9	13.6

More cadets give their religious preference as Methodist than do any of the norm groups, while Roman Catholic is given as a preference by more cadets than norms for all 4-year colleges, highly selective 4-year colleges, and public universities. There are fewer Jewish cadets than in any of the norm groups, and fewer cadets have no religious preference than do other students.

4. Year Graduated from High School:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
1974	95.6%	94.8%	96.2%	94.4%	98.1%
1973	3.1	2.9	1.6	3.1	1.2
1972	0.7	0.8	0.3	0.7	0.2
1971	0.4	1.0	0.8	1.4	0.1
H.S. Equivalency (GED)	0.2	0.3	0.5	0.4	0.1
Never Completed H.S.	0.0	0.2	0.4	0.1	0.4

More cadets entered college the same year of graduation from high school than did students at all 4-year colleges and at public universities.

5. Parents' Highest Level of Education:

a. Father's education.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Grammar school or less	3.4%	6.5%	6.4%	5.4%	3.2%
Some high school	8.0	11.8	11.9	9.3	6.9
High school graduate	24.0	27.7	24.5	26.7	18.5
Post-secondary other than college	3.4	4.5	4.7	4.4	3.6
Some college	19.1	14.0	15.1	14.6	14.4
College degree	21.1	18.7	20.2	22.2	23.8
Some graduate school	4.6	2.7	3.3	2.9	4.6
Post-graduate degree	16.3	14.1	13.9	14.5	25.1

b. Mother's education.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Grammar school or less	1.7%	4.2%	5.8%	2.9%	2.5%
Some high school	8.4	10.2	10.3	7.5	5.3
High school graduate	40.9	41.7	37.8	40.7	32.6
Post-secondary other than college	5.7	6.7	8.3	7.7	7.0
Some college	20.0	15.1	15.4	15.9	18.3
College degree	14.1	14.9	15.0	18.3	21.9
Some graduate school	3.9	2.3	2.3	2.4	4.0
Post-graduate degree	5.2	4.8	5.0	4.7	8.4

Approximately 42 percent of cadet fathers had received college degrees (graduate and/or undergraduate), while another 19 percent had taken at least some college work. The median level of education for cadets' mothers is high school graduation, as it is for public universities, all 4-year colleges and highly selective 4-year colleges, while for private universities the median level of mother's education is some college.

6. Father's Occupation:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Artist (incl performer)	0.4%	0.8%	0.8%	0.6%	0.8%
Businessman	26.5	29.5	26.6	30.1	38.8
Clergy or Religious Worker	0.4	1.6	0.5	0.6	1.1
Educator (college teacher)	2.0	1.5	1.4	1.5	2.2
Doctor (M.D. or D.D.S.)	1.2	2.4	1.5	2.6	6.5
Educator (secondary)	4.6	2.6	2.9	2.1	1.8
Educator (elementary)	1.0	0.7	0.7	0.6	0.5
Engineer	8.0	6.3	9.2	9.0	8.3
Farmer or Forester	3.1	4.0	1.9	7.8	1.0
Health profession (non-MD)	0.9	1.0	1.0	1.3	1.3
Lawyer	0.9	1.5	1.2	1.0	4.2
Military Career	11.1	2.2	4.7	1.5	1.3
Research Scientist	0.7	0.6	0.8	0.9	1.1
Skilled Worker	13.7	17.0	15.8	15.3	10.8
Semi-skilled or Unskilled Worker	4.9	8.9	7.1	6.6	4.5
Unemployed	0.7	1.9	2.0	1.5	1.2
Other Occupation	19.7	17.6	21.8	16.3	14.6

Eleven percent of cadets had fathers who were military careerists, while none of the norm groups had more than five percent with fathers who had a military career.

7. Personal Finances:

a. Total income last year independent of parents.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	9.3%	8.3%	19.1%	6.8%	9.0%
Less than \$500	33.8	23.4	32.3	21.6	25.2
\$500-\$999	27.1	27.3	23.3	26.7	27.8
\$1000-\$1999	18.1	24.7	17.0	26.6	25.7
\$2000-\$2999	5.8	9.6	5.0	11.1	8.4
\$3000-\$4999	4.9	4.3	2.1	4.7	2.7
\$5000-\$9999	0.8	1.8	1.0	1.8	0.8
\$10,000 or more	0.2	0.7	0.3	0.7	0.5

b. Concern about financing college.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
No concern	92.9%	40.7%	46.0%	39.7%	40.0%
Some concern	5.2	44.4	39.4	47.8	47.0
Major concern	1.9	14.9	14.6	12.5	13.0

c. Financially independent this year.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Yes	73.1%	19.2%	26.3%	14.0%	6.8%
No	26.9	80.8	73.7	86.0	93.2

d. Financially independent last year.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Yes	6.6%	9.9%	8.4%	8.7%	4.3%
No	93.4	90.1	91.6	91.3	95.7

The income of cadets last year, independent of parents, has a pattern very similar to the four national norms.

8. Estimated Total Parental Income Last Year:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Less than \$3,000	0.8%	2.8%	3.0%	1.8%	1.2%
\$3,000-\$3,999	1.0	2.3	2.4	1.3	0.9
\$4,000-\$5,999	1.6	4.1	6.6	2.7	2.0
\$6,000-\$7,999	3.4	5.3	5.2	4.1	2.8
\$8,000-\$9,999	5.9	7.5	7.0	6.5	4.4
\$10,000-\$12,499	14.4	14.7	13.1	14.8	9.6
\$12,500-\$15,999	14.1	13.3	12.1	13.9	10.4
\$15,000-\$19,999	22.5	17.7	18.7	19.0	16.4
\$20,000-\$24,999	16.9	12.6	14.7	14.2	14.7
\$25,000-\$29,999	8.3	6.4	7.1	7.3	8.4
\$30,000-\$34,999	3.6	4.3	4.1	4.6	6.7
\$35,000-\$39,999	2.9	2.4	2.4	2.6	4.5
\$40,000-\$49,999	2.0	2.4	1.6	2.5	5.4
\$50,000 or more	2.4	4.2	1.9	4.4	12.6

In private universities the median family income lies in the \$20,000-\$24,999 range, while for USMA as well as the three other norm groups the median is \$15,000-\$19,999.

II. SECONDARY SCHOOL GRADES

9. Average Grade in Secondary School:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges Male Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
A or A+	28.7%	7.8%	14.5%	8.5%	23.4%
A-	28.2	11.1	17.2	13.1	22.3
B+	24.8	18.7	27.1	21.5	23.2
B	13.4	25.4	25.7	26.1	16.9
B-	2.8	15.0	8.8	13.9	7.3
C+	1.5	13.6	4.7	10.4	4.6
C	0.5	7.9	2.0	6.2	2.2
D	0.0	0.4	0.0	0.3	0.1

A larger proportion of Plebes reported average grades of "A" than did male freshmen for any of the norm groups.

10. High School Program:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
College Preparatory	98.5%	93.4%	94.2%	95.1%	98.1%
Other	1.5	6.6	5.8	4.8	1.9

A larger proportion of cadets took a college preparatory program in high school than did students in any of the norm groups.

III. EDUCATIONAL AND CAREER ASPIRATIONS

11. Highest Degree Planned:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	0.8%	2.3%	1.1%	2.1%	0.9%
Associate (or equivalent)	0.0	1.0	0.3	1.6	0.1
Bachelor's Degree (BA, BS)	8.5*	33.5	28.5	37.3	16.5
Master's Degree (MA, MS)	45.8*	30.9	42.5	25.6	23.9
Ph.D. or Ed. D.	28.7*	13.0	16.0	11.1	18.7
MD, DDS, or DVM	8.7*	9.5	7.3	13.8	22.8
LLB or JD	6.7	7.0	3.4	6.7	15.4
BD	0.3	1.0	0.2	0.3	0.5
Other	0.5	1.8	0.9	1.6	1.1

The aspirations of cadets for graduate education are quite high; a larger proportion of new cadets desire a graduate degree at the master's level or above than freshmen in any of the norm groups. A surprisingly large number of cadets aspire to earn a doctorate, continuing a trend established by earlier classes. The percentage of new cadets interested in professional degrees (medicine, law, divinity), while significant (15.7%), is lower than for the Class of 77.

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

12. Major Fields of Study:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Agriculture (incl forestry)	0.9%	2.3%	0.3%	8.4%	0.1%
Biological Science	3.6*	8.3	7.2	10.1	14.9
Business	4.0*	21.0	4.4	16.5	16.6
Education	1.4*	6.7	13.5	2.9	1.2
Engineering	31.7*	12.1	19.9	17.3	14.3
English	0.6	1.2	1.4	0.8	1.5
Health Professions (non-MD)	0.6	1.5	6.5	2.4	1.2
History, Political Science	11.6	6.6	4.9	4.9	9.7
Humanities (other)	1.8	2.9	2.6	1.2	2.4
Fine Arts	0.7	6.3	7.1	7.0	4.6
Mathematics or Statistics	4.7	2.3	3.1	1.7	3.1
Physical Sciences	8.9	5.0	5.7	4.8	8.1
Social Sciences	1.5	5.5	6.9	4.2	4.9
Other Technical Fields	4.3	5.8	6.2	5.7	5.7
Other Non-technical Fields	16.8*	7.5	6.2	8.2	8.0
Undecided	6.9	4.9	4.0	3.8	3.0

The number of cadets marking "other non-technical fields" (16.8%) is explained by the fact that "military science" was a sub-category of this area.

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

13. Probable Career Occupation:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Artist	0.6%	4.9%	4.9%	3.8%	5.1%
Businessman	2.8*	18.5	3.9	14.5	12.6
Clergyman or Religious Worker	0.6	2.2	0.2	0.4	1.1
College Teacher	0.4	0.9	0.6	0.5	1.2
Doctor (MD or DDS)	5.0	7.4	5.4	10.1	21.3
Educator (secondary)	0.6	4.8	4.6	2.5	1.5
Elementary Teacher	0.0	0.9	5.2	0.3	0.1
Engineer	10.9	8.2	11.5	14.2	11.0
Farmer or Forester	1.2	3.1	0.7	8.3	0.6
Health Professions (non-MD)	1.2	4.7	7.4	7.5	3.1
Lawyer	5.1	6.3	2.8	6.3	13.7
Nurse	0.2	0.1	3.9	0.0	0.1
Research Scientist	2.1	3.1	3.0	3.5	5.5
Other choice	61.0*	21.7	35.5	16.9	12.1
Undecided	8.2	13.0	10.3	11.3	11.0

"Other choice" includes military career as a sub-category, thereby accounting for the large percentage in this category. A surprisingly large number of cadets nonetheless indicated engineering as their most probable occupation.

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

14. Reasons Checked as Very Important for Long-term Career Choice:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Job openings available	45.2%	41.7%	47.5%	44.0%	35.8%
Rapid advancement	60.2*	39.2	36.8	36.7	33.4
High anticipated earnings	47.4*	46.4	37.4	45.6	41.7
Respected occupation	53.5*	34.7	35.5	29.8	35.4
Independence	37.2*	43.2	38.1	46.1	51.3
Chance for steady progress	66.8*	52.2	50.8	48.6	48.6
Contribution to society	59.9*	45.4	55.7	41.9	53.4
Avoid pressure	6.7	14.8	15.5	15.2	12.4
Work with ideas	47.3	43.4	49.1	44.3	50.7
Be helpful to others	56.2	54.0	63.3	48.6	57.2
Work with people	57.4*	52.4	60.7	45.1	52.5
Intrinsic interest in field	64.6	63.4	71.8	65.1	72.0

The two reasons checked most frequently as very important for long-term career choice were "chance for steady progress" and "intrinsic interest in field."

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

15. Choice of College (this college is):

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
First choice	82.8%	76.2%	76.1%	78.6%	77.3%
Second choice	13.2	18.8	17.9	16.1	17.9
Less than second choice	3.9	5.0	6.0	5.3	4.8

A larger proportion of cadets are attending their college of first choice than are students of any of the norm groups.

16. Reasons Noted as Very Important in Selecting this College:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Relative wanted me to go	15.4%*	5.9%	6.6%	4.4%	5.9%
Wanted to live away from home	8.9	14.4	17.8	14.0	17.8
College has a good academic reputation	90.9*	55.9	66.9	51.8	78.0
Teacher advised me	5.4	6.0	5.4	3.5	6.0
Offered financial assistance	66.0*	24.7	23.3	12.2	25.6
Low tuition	42.1	19.6	33.6	27.1	2.5
Advice of someone who attended	18.0	20.1	15.7	16.2	15.6
Special educational program offered	52.6*	25.6	43.6	23.8	25.0
Could not get a job	1.4	2.1	2.6	1.4	0.6
Advice of guidance counselor	8.8	9.9	8.6	6.2	8.5
Wanted to live at home	1.1	6.8	6.5	7.4	5.0

The good academic reputation of the Military Academy was listed most frequently as very important in selecting it. Influence of relatives and the offer of financial assistance were reasons given more than twice as often by Military Academy cadets as compared to freshmen in any of the norm groups.

IV. ATTITUDES, OPINIONS, AND OBJECTIVES

17. Current Political Preference:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Far left	1.0%	2.6%	2.2%	2.4%	3.0%
Liberal	21.0*	29.9	28.4	32.2	36.4
Middle-of-the-Road	44.1	49.7	52.3	49.6	43.3
Conservative	32.3*	16.8	16.3	15.1	16.4
Far Right	1.6	0.9	0.9	0.8	1.0

USMA cadets as a group indicate a more conservative current political preference than do any of the norm groups shown.

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

18. Identify with People:

a. Who live in my community.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Little or none	9.7%	12.5%	15.2%	12.5%	18.4%
Moderately	37.1	42.1	45.1	43.7	44.3
Strongly	34.8	30.5	27.7	30.1	26.4
Strongest of all	18.4	15.0	11.9	13.6	10.9

b. Of my own religion.

Little or none	25.7*	32.9	35.6	41.0	35.0
Moderately	44.8	42.5	43.2	42.1	41.8
Strongly	21.1	17.1	15.5	12.9	17.2
Strongest of all	8.4	7.4	5.6	4.0	6.0

c. Of my own sex.

Little or none	7.2	8.0	6.8	9.3	8.9
Moderately	56.6	58.2	55.2	60.2	58.4
Strongly	33.9	30.9	34.3	28.4	30.3
Strongest of all	2.4	2.9	3.6	2.1	2.4

d. Of my own race.

Little or none	14.8	11.7	12.0	14.4	15.0
Moderately	49.6	44.1	46.2	47.2	46.0
Strongly	30.3	35.1	33.7	32.2	32.4
Strongest of all	5.4	9.2	8.2	6.2	6.6

e. Of my own generation.

Little or none	3.1	3.1	2.9	3.4	4.1
Moderately	27.3	24.7	24.5	25.8	26.9
Strongly	42.6	42.9	42.6	43.4	42.0
Strongest of all	27.0	29.3	30.0	27.4	27.0

Cadets identify with people who live in their home communities more strongly than do students in any of the norm groups.

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

19. Freshmen Views--"Proportion Agreeing Strongly or Somewhat:"

	USMA	4-Year Colleges (Male)	4-Year Colleges High Selectivity	Pub U (Male)	Pvt U (Male)
Gov't not controlling pollution	76.8%	81.2%	83.6%	81.3%	83.4%
Gov't not protecting consumer	61.1*	72.8	75.4	72.1	74.3
Gov't should help private college	46.8*	69.9	59.0	58.9	78.5
Need more grants, fewer loans	55.7*	79.7	78.6	76.0	78.3
Too many rights for criminals	58.5	56.3	50.0	55.7	50.3
Not obey laws against own views	24.2*	34.4	31.4	34.2	35.6
People should be paid equally	17.5*	27.6	24.5	25.5	22.2
Live together before marriage	30.7*	47.3	45.8	50.9	50.6
Women's activities best in home	40.2	38.7	26.3	34.6	30.7
Sex OK if people like each other	44.1*	57.8	46.7	60.6	59.1
Wealthy should pay more taxes	80.7	78.6	79.9	77.7	74.5
Should legalize marijuana	27.5*	47.1	43.9	49.2	51.5
Should discourage large families	64.0	64.2	61.9	70.0	66.9
Women should get job equality	89.7	89.0	93.4	89.7	91.7
Can do little to change society	40.1	46.1	42.6	45.7	43.5
Outlaw large campaign gifts	58.2	62.4	62.3	64.1	64.6
Young more idealistic than old	69.7	74.7	70.5	72.3	70.3
College officials have the right to regulate student behavior off campus	12.8	15.3	12.9	12.1	11.6
Young understand more about sex	44.9*	60.3	58.5	58.6	55.9
Students should help evaluate faculty	65.5*	73.8	75.1	75.2	75.8
College grades be abolished	13.6*	29.0	22.2	27.6	24.4
De-emphasize organized sports	27.5	28.9	25.4	28.8	34.5
Regulate student publications	30.7*	32.3	26.0	25.4	20.5
College has right to ban speakers	29.7*	24.4	19.7	20.5	19.6
Give disadvantaged preferential treatment	24.3*	37.4	32.6	33.7	26.6
Colleges too lax on student protests	53.0*	38.0	35.0	33.3	29.5
Adopt open admissions at public colleges	23.4*	33.6	29.1	31.9	24.3
Use same degree standard for all	84.1	78.2	79.2	78.1	79.5

The views of new cadets on women's rights, college policies, and the role of the government differ quite extensively from the views of freshmen in the norm groups. A smaller proportion of cadets than other freshmen think: the federal government is not doing enough in protecting consumer; college grades should be abolished; and marijuana should be legalized. On the other hand, Plebas, more than other freshmen, felt: women's activities are best in the home; there is too much concern in the courts for the rights of criminals; colleges have the right to ban speakers and are too lax on student protests.

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

20. College Expectations--"Proportion of Students Estimating the Chances as Very Good they will:"

	USMA	4-Year Colleges (Male)	4-Year Colleges High Selectivity	Pub U (Male)	Pvt U (Male)
Get married while in college	1.3%	5.3%	5.0%	6.0%	3.9%
Marry within a year after college	41.7*	17.5	22.2	15.9	12.7
Change major field	17.0	13.8	13.1	14.4	13.4
Change career choice	19.3	12.7	12.2	12.7	13.4
Fail one or more courses	1.7	2.4	2.1	2.2	1.5
Graduate with honors	19.6	11.6	12.7	11.4	20.4
Be elected to a student office	6.4	3.1	3.0	1.7	3.5
Join social fraternity	23.9*	15.6	17.2	13.1	17.9
Be elected to an Honor Society	14.2	6.1	8.0	6.3	13.0
Drop out temporarily	3.3	1.5	1.7	1.7	1.3
Drop out permanently	3.7	1.0	1.2	0.7	0.5
Transfer to another college	7.4	11.5	12.6	9.2	5.1
Be satisfied with college	57.1	52.3	56.5	48.1	63.0
Make at least a "B" average	54.1*	37.2	44.1	40.1	58.7
Need extra time to get a degree	6.9	4.1	4.3	4.4	2.9
Work at outside job	3.1*	24.4	20.8	24.6	22.9
Seek vocational counseling	5.4	9.1	9.6	8.3	10.0
Seek personal counseling	8.6	6.3	6.3	4.9	5.7
Enroll in Honors Course	24.8*	9.1	12.1	10.0	21.1
Get a bachelor's degree	93.2*	71.5	81.7	70.7	84.5
Be more successful than most after graduation	24.7	20.6	18.5	22.3	24.0
Find job in own field after graduation	95.7*	56.5	60.2	55.5	59.0

Within the framework of a 4-year undergraduate education, students were asked to estimate the likelihood of occurrence of the items listed above according to the following estimates of occurrence: very good, some, very little, no chance. Proportions shown above represent only those individuals estimating chances of occurrence as very good for each item.

Cadets are not allowed to be married while attending the Academy; but the percentage of cadets who expect to marry within one year after graduation is much greater than for the norm groups.

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

21. Marital or Dating Status:

	USMA	4-Year Colleges (Male)	4-Year Colleges High Selectivity	Pub U (Male)	Pvt U (Male)
Presently married	0.0%	0.7%	0.5%	1.0%	0.2%
Presently engaged	3.2	1.8	2.4	1.5	1.0
Seeing one person exclusively	44.2*	33.6	37.5	32.2	28.6
Dating, but no one steadily	33.8*	44.5	40.3	43.9	47.9
Not dating in recent months	18.8	19.4	19.3	21.4	22.4

More cadets reported seeing one person exclusively than did students in any of the norm groups.

22. Long-Run Objectives--"Proportion of Students Considering it Essential or Very Important to:"

	USMA	4-Year Colleges (Male)	4-Year Colleges High Selectivity	Pub U (Male)	Pvt U (Male)
Be an authority in my field	77.0%*	67.7%	64.9%	67.0%	69.2%
Obtain recognition from colleagues	54.4*	44.5	43.4	42.8	47.9
Develop a philosophy of life	75.7*	61.4	65.6	59.1	67.3
Raise a family	71.7*	55.4	58.5	50.1	54.4
Make a theoretical contribution to science	21.2	15.8	19.7	18.3	22.3
Keep up with political affairs	58.6*	42.6	42.9	41.5	51.6
Write original works	12.0	11.7	13.5	10.7	14.2
Achieve in a performing art	8.7	10.9	12.1	8.7	11.6
Create artistic work	6.7	10.3	13.6	10.1	9.9
Be very well-off financially	58.7*	53.1	46.1	52.2	50.0
Be administratively responsible	47.6*	29.9	27.4	27.0	26.1
Help clean up environment	27.9	27.2	27.3	28.8	25.6
Succeed in my own business	33.5*	45.1	28.9	47.1	41.6
Participate in community action	39.1*	27.5	30.8	24.8	27.1
Influence social values	28.2	27.5	26.7	22.9	28.1
Influence political structures	22.9	16.9	13.8	15.4	21.1
Help others in difficulty	61.4*	56.7	62.7	50.3	59.3

Survey respondents were asked to indicate the importance to them personally of a number of life-long objectives. A larger proportion of cadets than freshmen at norm institutions consider very important or essential: getting married and raising a family, being an authority in "my" field, keeping abreast of political affairs, being administratively responsible, and participating in community action.

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

23. Personal Traits--"Self Ratings of Better Than Average on Personal Traits:"

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Academic ability	91.6*	60.0*	68.0*	67.9*	83.7*
Athletic ability	71.5*	53.2	42.6	49.9	52.6
Artistic ability	17.1	18.1	21.8	18.1	20.6
Cheerfulness	58.9*	50.0	54.4	46.2	52.6
Defensiveness	30.6	26.5	27.1	25.4	25.8
Drive to achieve	85.0*	63.9	67.9	63.9	75.9
Leadership ability	85.5*	50.9	51.8	49.4	61.2
Mathematical ability	79.6*	43.7	49.7	51.1	64.5
Mechanical ability	42.9*	34.2	30.4	38.8	38.1
Originality	50.9*	40.8	44.2	40.7	54.0
Physical attractiveness	42.4*	30.3	30.6	28.8	36.2
Political conservatism	32.3*	15.0	14.4	13.9	17.6
Political liberalism	19.1*	24.0	21.5	26.7	33.4
Popularity	58.9*	38.1	38.5	35.2	43.8
Popularity with opposite sex	51.5*	36.2	36.7	32.5	38.2
Public speaking ability	46.9*	27.0	27.4	25.7	38.3
Self-confidence (intellectual)	77.0*	51.3	51.3	52.4	68.4
Self-confidence (social)	56.9*	40.7	39.5	37.2	44.3
Sensitivity to criticism	30.4	23.8	27.5	23.5	27.9
Stubbornness	46.3*	35.4	37.8	36.4	38.2
Understanding of others	68.6	64.3	69.6	61.6	69.7
Writing ability	49.5*	32.6	39.0	33.1	48.9

*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

V. SUMMARY

This comparison of new cadets with other college freshmen reveals a number of characteristics which are similar for both groups, as well as some attributes which differ markedly.

There are several salient aspects of the biographical and socioeconomic characteristics of the USMA Class of 1978. First, minority group representation is greater than for the public university and private university norms, while it is lower than the norms for highly selective 4-year colleges and all 4-year colleges.

The educational level of both the cadet's mother and father is higher than all 4-year colleges and highly selective 4-year colleges, approximately equal to the public university norms, and lower than the norms for private universities.

The secondary school grades of USMA cadets are, for the most part, better than those representing the norm groups of other institutions.

In the area of educational aspirations, a larger proportion of new cadets desire a graduate degree than do freshmen in any of the norm groups. The number of cadets interested in professional degrees, while significant, is lower than for the Class of 77.

The reasons checked most frequently for long-term career choice are: "intrinsic interest in field," "chance for steady progress," "contribution to society," and "rapid advancement."

The current political preference of Plebes, while more conservative than other freshmen students, is more liberal than the Class of 77.

"The good academic reputation of the college" was noted as a reason for selection of USMA by ninety percent of the cadets. This was a higher percentage than given by any of the norm groups for selecting their colleges.

The cadet typically views his role in shaping educational policies as less active than do freshmen nationally. However, even among the cadets, two-thirds view the student as having a proper, substantial voice in helping to evaluate faculty. The long-run or career objectives of cadets reflect their desire to raise a family, be authorities in their fields, and develop a philosophy of life. Conversely, they have less desire to succeed in business or achieve in the performing arts.

The percentage of entering cadets interested in the professions (medicine, law, divinity) decreased from 21% to 16% since last year.

APPENDIX A

244227			1974		
YOUR NAME (Please print) First Middle or Maiden Last			When were you born?		
HOME STREET ADDRESS (print)			Month (01-12) Day (01-31) Year		
CITY (print) STATE Zip Code			DO NOT MARK IN THIS AREA		
Dear Student: The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research report available from the Higher Education Laboratory at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.			MARK IN THIS AREA ONLY IF DIRECTED		
Sincerely, <i>Alexander W. Astin</i> Alexander W. Astin, Director Cooperative Institutional Research Program			ORP CODE		

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2 or less).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Will marks made with ball pen or fountain pen be properly read? Yes ☐ No ☒

1. Your sex: Male ☐ Female ☐

2. Are you a veteran?

(Mark one) No ☐ Yes ☐

3. How old will you be on December 31 of this year? (Mark one)

16 or younger <input type="radio"/>	21 <input type="radio"/>
17 <input type="radio"/>	22 <input type="radio"/>
18 <input type="radio"/>	23-25 <input type="radio"/>
19 <input type="radio"/>	26-29 <input type="radio"/>
20 <input type="radio"/>	30 or older <input type="radio"/>

4. In what year did you graduate from high school? (Mark one)

1974 <input type="radio"/>	Did not graduate but
1973 <input type="radio"/>	passed G.E.D. test <input type="radio"/>
1972 <input type="radio"/>	Never completed
1971 or earlier <input type="radio"/>	high school <input type="radio"/>

5. Please print within the box:

Name of your high school	
City	State

6. Was your high school program: (Mark one)

College preparatory? ☐
 Other? (For ex., vocational) ☐

7. What was your average grade in high school? (Mark one)

A or A+ <input type="radio"/>	B- <input type="radio"/>
A- <input type="radio"/>	C+ <input type="radio"/>
B+ <input type="radio"/>	C <input type="radio"/>
B <input type="radio"/>	D <input type="radio"/>

8. Are you enrolled (or enrolling) as a:

(Mark one) Full-time student? ☐
 Part-time student? ☐

9. Prior to this term, have you ever taken courses for credit at this institution?

Yes ☐ No ☐

10. Since leaving high school, have you ever taken courses at any other institution?

(Mark all that apply in each column)	For Credit	Not for Credit
No <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yes, at a junior or cmty. college <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yes, at a four-year college or university <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yes, at some other postsecondary school (For ex., technical, vocational, business) <input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. What is the highest academic degree that you intend to obtain?

(Mark one in each column)	Highest Planned	Highest Planned at this college
None <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Associate (A.A. or equivalent) <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bachelor's degree (B.A., B.S., etc.) <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Master's degree (M.A., M.S., etc.) <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ph.D. or Ed.D. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.D., D.O., D.D.S., or D.V.M. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LL.B. or J.D. (Law) <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.D. or M.Div. (Divinity) <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live?

(Mark one in each column)	Plan To Live	Prefer To Live
With parents or relatives <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other private home, apartment or room <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College dormitory <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fraternity or sorority house <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus student housing <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here?

(Mark one answer for each possible reason)

(Mark one answer for each possible reason)	Not Important	Somewhat Important	Very Important
My relatives wanted me to come here <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to live away from home <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher advised me <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This college has a very good academic reputation <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was offered financial assistance <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone who had been here before advised me to go <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This college offers special educational programs <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This college has low tuition <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My guidance counselor advised me <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to live at home <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not get a job <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Is this college your: (Mark one)

First choice? ☐ Less than second
 Second choice? ☐ choice? ☐

(Note: Please check that your pencil markings are completely darkening the circles. Do not use pen or make 's or X's. Thank You.)

15. What is your best estimate of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

Less than \$3,000. ☐
 \$3,000-\$3,999 ☐
 \$4,000-\$5,999 ☐
 \$6,000-\$7,999 ☐
 \$8,000-\$9,999 ☐
 \$10,000-\$12,499 ☐
 \$12,500-\$14,999 ☐
 \$15,000-\$19,999 ☐
 \$20,000-\$24,999 ☐
 \$25,000-\$29,999 ☐
 \$30,000-\$34,999 ☐
 \$35,000-\$39,999 ☐
 \$40,000-\$49,999 ☐
 \$50,000 or more ☐

16. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
College degree	<input type="radio"/>	<input type="radio"/>
Some graduate school	<input type="radio"/>	<input type="radio"/>
Graduate degree	<input type="radio"/>	<input type="radio"/>

17. Are you: (Mark all that apply)

White/Caucasian ☐
 Black/Negro/Afro-American ☐
 American Indian ☐
 Oriental ☐
 Mexican-American/Chicano ☐
 Puerto Rican-American ☐
 Other ☐

18. Current religious preference: (Mark one in each column)

	Yours	Father's	Mother's
Baptist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Congregational (U.C.C.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Latter Day Saints (Mormon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muslim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker (Society of Friends)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Day Adventist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unitarian-Universalist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Protestant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)

	None	\$1-\$499	\$500-\$999	\$1,000-\$1,999	\$2,000-\$4,999	Over \$5,000
Parental, or family aid, or gifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grants or Scholarships:						
Basic Educational Opportunity Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplemental Educational Opportunity Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Work-Study grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State scholarship or grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local or private scholarship or grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loans:						
Fed. guaranteed student loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nat'l direct student loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full-time work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time or summer work (other than above)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Savings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your G.I. benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your parent's G.I. benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social secur. dependent's benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. What was your total income last year independent of your parents? Consider annual income from all sources before taxes. (Mark one)

None ☐ \$2,000-\$2,999 ☐
 Less than \$500 ☐ \$3,000-\$4,999 ☐
 \$500-\$999 ☐ \$5,000-\$9,999 ☐
 \$1,000-\$1,999 ☐ \$10,000 or more ☐

21. Are you financially independent of your parents this year? Were you financially independent last year?

(Mark one for each year)

	Yes	No
This year	<input type="radio"/>	<input type="radio"/>
Last year	<input type="radio"/>	<input type="radio"/>

22. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds) ☐
 Some concern (but I will probably have enough funds) ☐
 Major concern (not sure I will have enough funds to complete college) ☐

23. Which applies to you? (Mark one)

Presently married ☐
 Presently engaged ☐
 Have been seeing one person exclusively ☐
 Have been seeing several persons, but no one exclusively ☐
 Have not been dating in recent months ☐

24. Most people identify with (feel they have a great deal in common with) a lot of different groups. But they identify more with some groups than with others. How strongly do you identify with each of the following groups?

(Mark one in each row)

	Strongest of all	Strongly	Modestly	Least
People who live in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of my own religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of my own sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of my own race or ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of my own generation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We want the most accurate estimate of how you see you self.

(Mark one for each trait)

Trait	Highest 10 Percent	Above Average	Average	Below Average	Lowest
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defensiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mechanical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Originality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical attractiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political conservatism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political liberalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity with the opposite sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity to criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stubbornness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. How would you characterize your political views? (Mark one)

Far left ☐
 Liberal ☐
 Middle-of-the-road ☐
 Conservative ☐
 Far right ☐

27. What is:

- (M) Your mother's current occupation?
(F) Your father's current occupation?
(V) Your probable future occupation?

(Mark one in each column. If your father or mother is deceased or retired, please indicate his or her last occupation.)

Accountant or auditor	(V)	(F)	(M)
Architect or urban planner	(V)	(F)	(M)
Artist (painting, sculpture, etc.)	(V)	(F)	(M)
Business: banker or financier	(V)	(F)	(M)
Business: buyer or purchasing agent	(V)	(F)	(M)
Business: manager or administrator	(V)	(F)	(M)
Business: owner or proprietor	(V)	(F)	(M)
Business: public relations or advertising	(V)	(F)	(M)
Business: sales worker	(V)	(F)	(M)
Carpenter	(V)	(F)	(M)
Clergy or religious worker	(V)	(F)	(M)
Clerical worker: secretary, stenographer, typist, or bookkeeper	(V)	(F)	(M)
Clerical worker: other	(V)	(F)	(M)
Commercial artist, designer, decorator	(V)	(F)	(M)
Computer programmer or analyst	(V)	(F)	(M)
Construction craftsman, n.e.c.*	(V)	(F)	(M)
Counselor: guidance, family or school	(V)	(F)	(M)
Dentist (incl. orthodontist)	(V)	(F)	(M)
Draftsman	(V)	(F)	(M)
Driver: truck, taxi or bus	(V)	(F)	(M)
Electrician	(V)	(F)	(M)
Engineer	(V)	(F)	(M)
Factory worker, n.e.c.*	(V)	(F)	(M)
Farm or ranch laborer	(V)	(F)	(M)
Farm or ranch owner or manager	(V)	(F)	(M)
Foreman, n.e.c.*	(V)	(F)	(M)
Forester, conservationist, fish or wildlife specialist	(V)	(F)	(M)
Government official, administrator or politician	(V)	(F)	(M)
Home economist or dietitian	(V)	(F)	(M)
Homemaker (full-time)	(V)	(F)	(M)
Lawyer or judge	(V)	(F)	(M)
Librarian or archivist	(V)	(F)	(M)
Laborer (unskilled or semi-skilled)	(V)	(F)	(M)
Law enforcement officer	(V)	(F)	(M)
Mathematician, statistician or actuary	(V)	(F)	(M)
Mechanic, machinist or repairman	(V)	(F)	(M)
Military (career)	(V)	(F)	(M)
Nurse	(V)	(F)	(M)
Optometrist	(V)	(F)	(M)
Performing artist, musician or entertainer	(V)	(F)	(M)
Pharmacist or pharmacologist	(V)	(F)	(M)
Physician or surgeon	(V)	(F)	(M)
Plumber	(V)	(F)	(M)
Psychologist (clinician or therapist only)	(V)	(F)	(M)
Scientific researcher	(V)	(F)	(M)
Service worker: private household (maid, cook, etc.)	(V)	(F)	(M)
Service worker: protective (other than law enforcement)	(V)	(F)	(M)
Service worker: other	(V)	(F)	(M)
Skilled tradesman, n.e.c.*	(V)	(F)	(M)

*Not elsewhere classified

Continued in the next column

Social, welfare or recreation worker	(V)	(F)	(M)
Teacher, professor or administrator: college, university	(V)	(F)	(M)
Teacher or administrator: secondary	(V)	(F)	(M)
Teacher or administrator: elementary	(V)	(F)	(M)
Teacher or education specialist: other than above	(V)	(F)	(M)
Technician or technologist (health)	(V)	(F)	(M)
Technician or technologist (other)	(V)	(F)	(M)
Therapist (physical, occupational, speech)	(V)	(F)	(M)
Veterinarian	(V)	(F)	(M)
Writer, journalist, interpreter	(V)	(F)	(M)
Other occupation, n.e.c.*	(V)	(F)	(M)
Unemployed	(F)	(M)	
Undecided	(V)	(F)	(M)

*Not elsewhere classified

MAKE SURE YOU HAVE ANSWERED ITEM 28

29. Mark one in each row:

The Federal government is not doing enough to control environmental pollution.	1	2	3	4
The Federal government is not doing enough to protect the consumer from faulty goods and services.	1	2	3	4
State and Federal governments should provide more money for private colleges and universities.	1	2	3	4
The Federal government should help college students with more grants instead of loans.	1	2	3	4
There is too much concern in the courts for the rights of criminals.	1	2	3	4
People should not obey laws which violate their personal values.	1	2	3	4
As long as they work hard, people should be paid equally regardless of ability or quality of work.	1	2	3	4
The activities of married women are best confined to the home and family.	1	2	3	4
A couple should live together for some time before deciding to get married.	1	2	3	4
Parents should be discouraged from having large families.	1	2	3	4
If two people really like each other, it's alright for them to have sex even if they've known each other for only a very short time.	1	2	3	4
Women should receive the same salary and opportunities for advancement as men in comparable positions.	1	2	3	4
Wealthy people should pay a larger share of taxes than they do now.	1	2	3	4
Marijuana should be legalized.	1	2	3	4
Large political campaign contributions from wealthy individuals should be outlawed.	1	2	3	4
Realistically, an individual can do little to bring about changes in our society.	1	2	3	4
Compared to most older people in their forties and fifties, young people these days are more idealistic.	1	2	3	4
Young people these days understand more about sex than most older people.	1	2	3	4
College officials have the right to regulate student behavior off campus.	1	2	3	4
Faculty promotions should be based in part on student evaluations.	1	2	3	4
College grades should be abolished.	1	2	3	4
Colleges would be improved if organized sports were de-emphasized.	1	2	3	4
Student publications should be cleared by college officials.	1	2	3	4
College officials have the right to ban persons with extreme views from speaking on campus.	1	2	3	4
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions.	1	2	3	4
Most college officials have been too lax in dealing with student protests on campus.	1	2	3	4
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges.	1	2	3	4
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students.	1	2	3	4

28. Which of the following are important to you in your long-term choice of a career occupation?

(Mark one in each row)

	(N) Not Important	(S) Somewhat Important	(V) Very Important
Job openings generally available	(V)	(S)	(N)
Rapid career advancement possible	(V)	(S)	(N)
High anticipated earnings	(V)	(S)	(N)
Well-respected or prestigious occupation	(V)	(S)	(N)
Great deal of independence	(V)	(S)	(N)
Chance for steady progress	(V)	(S)	(N)
Can make an important contribution to society	(V)	(S)	(N)
Can avoid pressure	(V)	(S)	(N)
Can work with ideas	(V)	(S)	(N)
Can be helpful to others	(V)	(S)	(N)
Able to work with people	(V)	(S)	(N)
Intrinsic interest in the field	(V)	(S)	(N)

	(4) Agree Strongly	(3) Agree Somewhat	(2) Disagree Somewhat	(1) Disagree Strongly
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30. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES

- Art, fine and applied☐
 English (language and literature)☐
 History☐
 Journalism☐
 Language and Literature (except English)☐
 Music☐
 Philosophy☐
 Speech and Drama☐
 Theology or Religion☐
 Other Arts and Humanities☐

BIOLOGICAL SCIENCE

- Biology (general)☐
 Biochemistry or Biophysics☐
 Botany☐
 Marine (Life) Science☐
 Microbiology or Bacteriology☐
 Zoology☐
 Other Biological Science☐

BUSINESS

- Accounting☐
 Business Admin. (general)☐
 Finance☐
 Marketing☐
 Management☐
 Secretarial Studies☐
 Other Business☐

EDUCATION

- Business Education☐
 Elementary Education☐
 Music or Art Education☐
 Physical Education or Recreation☐
 Secondary Education☐
 Special Education☐
 Other Education☐

ENGINEERING

- Aeronautical or Astronautical Eng.☐
 Civil Engineering☐
 Chemical Engineering☐
 Electrical or Electronic Engineering☐
 Industrial Engineering☐
 Mechanical Engineering☐
 Other Engineering☐

PHYSICAL SCIENCE

- Astronomy☐
 Atmospheric Science (incl. Meteorology)☐
 Chemistry☐
 Earth Science☐
 Marine Science (incl. Oceanography)☐
 Mathematics☐
 Physics☐
 Statistics☐
 Other Physical Science☐

PROFESSIONAL

- Architecture or Urban Planning☐
 Home Economics☐
 Health Technology (medical, dental, laboratory)☐
 Library or Archival Science☐
 Nursing☐
 Pharmacy☐
 Therapy (occupational, physical, speech)☐
 Other Professional☐

SOCIAL SCIENCE

- Anthropology☐
 Economics☐
 Geography☐
 Political Science (govt., international relations)☐
 Psychology☐
 Social Work☐
 Sociology☐
 Other Social Science☐

TECHNICAL

- Building Trades☐
 Data Processing or Computer Programming☐
 Drafting or Design☐
 Electronics☐
 Mechanics☐
 Other Technical☐

OTHER FIELDS

- Agriculture☐
 Communications (radio, T.V., etc.)☐
 Computer Science☐
 Forestry☐
 Law Enforcement☐
 Military Science☐
 Other Field☐
 Undecided☐

31. Indicate the importance to you personally of each of the following:

(Mark one for each item)

Ⓝ Not Important
 Ⓢ Somewhat Important
 Ⓥ Very Important
 ⓔ Essential

- Becoming accomplished in one of the performing arts (acting, dancing, etc.)☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Becoming an authority in my field☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Obtaining recognition from my colleagues for contributions to my special field☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Influencing the political structure☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Influencing social values☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Raising a family☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Having administrative responsibility for the work of others☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Being very well off financially☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Helping others who are in difficulty☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Making a theoretical contribution to science☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Writing original works (poems, novels, short stories, etc.)☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Creating artistic work (painting, sculpture, decorating, etc.)☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Being successful in a business of my own☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Becoming involved in programs to clean up the environment☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Developing a meaningful philosophy of life☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Participating in a community action program☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ
 Keeping up to date with political affairs☐ ⓔ ☐ Ⓥ ☐ Ⓢ ☐ Ⓝ

32. What is your best guess as to the chances that you will:

(Mark one for each item)

Ⓝ No Chance
 Ⓛ Very Little Chance
 Ⓢ Some Chance
 Ⓥ Very Good Chance

- Change major field?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Change career choice?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Fail one or more courses?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Graduate with honors?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Be elected to a student office?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Join a social fraternity, sorority, or club?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Live in a coeducational dorm?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Live in a commune while in college?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Be elected to an academic honor society?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Make at least a "B" average?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Need extra time to complete your degree requirements?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Have to work at an outside job during college?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Seek vocational counseling?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Seek individual counseling on personal problems?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Enroll in honors courses?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Get a bachelor's degree (B.A., B.S., etc.)?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Drop out of this college temporarily (exclude transferring)?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Drop out permanently (exclude transferring)?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Transfer to another college before graduating?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Enter active duty in the armed services before completing college?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Be satisfied with your college?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Be more successful after graduation than most students attending this college?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Find a job after graduation in the field for which you were trained?☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Get married while in college? (skip if married)☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ
 Get married within a year after college? (skip if married)☐ Ⓥ ☐ Ⓢ ☐ Ⓛ ☐ Ⓝ

33. ⓐ ⓑ ⓒ ⓓ ⓔ

34. ⓐ ⓑ ⓒ ⓓ ⓔ

35. ⓐ ⓑ ⓒ ⓓ ⓔ

36. ⓐ ⓑ ⓒ ⓓ ⓔ

37. ⓐ ⓑ ⓒ ⓓ ⓔ

DIRECTIONS:

The remaining circles are provided for items specifically designed by your college, rather than by the Higher Education Laboratory. If your college has chosen to use the circles, observe carefully the supplemental directions given you.

38. ⓐ ⓑ ⓒ ⓓ ⓔ

39. ⓐ ⓑ ⓒ ⓓ ⓔ

40. ⓐ ⓑ ⓒ ⓓ ⓔ

41. ⓐ ⓑ ⓒ ⓓ ⓔ

42. ⓐ ⓑ ⓒ ⓓ ⓔ

THANK YOU!

APPENDIX B

LIST OF COLLEGES INCLUDED IN ACE NORM GROUPS:

All Four Year Colleges

Four Year Colleges, Public, High Selectivity

Public University-related Colleges

Private University-related Colleges

FOUR YEAR COLLEGES (235)

Adrian College
 Allegany College
 Allentown College
 Amherst College
 Anderson College
 Andrews University
 Appalachian State University
 Aquinas College (MI)
 Assumption College
 Augustana College (IL)
 Augustana College (SD)
 Austin College
 Austin Peay State University
 Averett College
 Baker University
 Baptist Bible Seminary
 Bard College
 Barrington College
 Barry College
 Bates College
 Beaver College
 Beloit College
 Bentley College
 Berea College
 Bluffton College
 Bowdoin College
 Bradford College
 Brenau College
 Briarcliff College
 Buena Vista College
 Calvin College
 Cardinal Stritch College
 Carleton College
 Carroll College
 Carson Newman College
 Cedar Crest College
 Central Methodist College
 Centre College of Kentucky
 Chapman College
 Chatham College
 Claremont Men's College
 Clarke College
 Coker College
 College Misericordia
 College of Mount St. Vincent
 College of St. Benedict
 College of St. Catherine
 College of St. Francis
 College of Wooster
 Colorado Women's College
 Connecticut College
 Cornell College
 CUNY-City College
 CUNY-York College
 Dartmouth College
 Davidson College
 Davis and Elkins College
 Defiance College
 Depauw University
 Dickinson College

Dominican College of Blauvelt
 Earlham College
 Eastern Baptist
 Eastern Mennonite College
 Eisenhower College
 Elizabethtown College
 Fairfield University
 Fairmont State College
 Fisk University
 Florida Presbyterian College
 Fort Hays Kansas State College
 Franklin and Marshall College
 Furman University
 George Mason University
 George Williams College
 Georgia Institute of Technology
 Georgia Southwestern College
 Gettysburg College
 Gustavus Adolphus College
 Hamilton College
 Hamline University
 Hampden-Sydney College
 Harding College
 Harvey Mudd College
 Hiram College
 Hobart and William Smith College
 Hope College
 Iona College
 Iowa Wesleyan College
 Johnson C. Smith University
 Johnston College
 Kalamazoo College
 Kirkland College
 Lafayette College
 Lake Erie College
 Lake Forest College
 Lakeland College
 LaSalle College
 Lebanon Valley College
 LeMoyn College
 Lenoir-Rhyne College
 Lewis and Clark College
 Lindenwood College
 Lock Haven State College
 Longwood College
 Loretto Heights College
 Los Angeles Baptist College
 Luther College
 MacMurray College
 Mansfield State College
 Marian College of Fond du Lac
 Marietta College
 Marlboro College
 Mary Washington College
 Maryland Institute College of Art
 Maryville College
 Marywood College
 Medaille College
 Meredith College
 Mid-American Nazarene College

FOUR YEAR COLLEGES (Continued)

Missouri Valley College	Sarah Lawrence College
Morningside College	Simmons College
Mount Holyoke College	Simpson College
Mount St. Mary's College (MD)	Southeastern Massachusetts University
Mount St. Mary College (NY)	Southern State College
Mount Union College	Southwestern at Memphis
Mundelein College	Southwestern College
Muskingum College	Spelman College
Nazareth College of Rochester	Spring Hill College
New College	Stanislaus State College
Newark College of Engineering	State College of Framingham
North Carolina A&T State University	Stephens College
North Carolina Wesleyan College	SUNY at Geneseo
Northland College	SUNY at Oswego
Northwest College	SUNY at Potsdam
Northwestern College	Susquehanna University
Northwest Missouri State College	Swarthmore College
Oakland University	Sweet Briar College
Oberlin College	Texas Wesleyan College
Occidental College	The Benedictine College
Ohio Dominican College	Trinity Christian College
Ohio Wesleyan University	Trinity College
Oral Roberts University	Union College
Ottawa University	U. S. Air Force Academy
Otterbein College	U. S. Coast Guard Academy
Our Lady of the Lake College	U. S. Military Academy
Pacific University	U. S. Naval Academy
Pepperdine College	University of Michigan (Flint)
Pfeiffer College	University of Missouri (Rolla)
Philadelphia College of Pharmacy & Science	University of Missouri (St. Louis)
Phillips College	University of Redlands
Queens College	University of Scranton
Randolph Macon College	Valparaiso University
Regis College	Vassar College
Rhode Island College	Virginia Military Institute
Rider College	Virginia State College
Roberts Wesleyan College	Virginia Union University
Rockford College	Wabash College
Rockhurst College	Walla Walla College
Rosemont College	Walsh College
Russell Sage College	Washington and Lee University
St. Andrews Presbyterian College	Webb Institute of Naval Architecture
St. Edwards University	Wesleyan College (GA)
St. John College of Cleveland	Wesleyan University (CT)
St. John's University (MN)	Western Carolina University
St. Joseph's College (IN)	Western Illinois University
St. Joseph's College (PA)	Westmar College
St. Martin's College	Wheaton College
St. Mary College (KS)	Wheeling College
St. Mary of the Plains College	Whitman College
St. Mary's College of California	Whittier College
St. Mary's College (IN)	Willamette University
St. Mary's College of Maryland	Williams College
St. Meinrad College	Winston-Salem State College
St. Norbert College	Winthrop College
Salem College	Wofford College
Sam Houston State University	Worcester Polytechnic Institute
	Xavier University

4-YEAR COLLEGES, PUBLIC (HIGH SELECTIVITY) (13)

CUNY - City College
Georgia Institute of Technology
Longwood College, VA.
Mary Washington College
Newark College of Engineering
SUNY at Geneseo, NY

SUNY at Oswego, NY
SUNY at Potsdam, NY
U. S. Air Force Academy
U. S. Coast Guard Academy
U. S. Military Academy
U. S. Naval Academy
Virginia Military Institute

PUBLIC UNIVERSITIES (20)

Bowling Green State University
Clemson University
Iowa State University of Science and
Technology
Montana State University
North Dakota State University
Ohio State University
University of California (Santa Barbara)
University of California (Santa Cruz)
University of California (Los Angeles)
University of Illinois

University of Kentucky
University of Massachusetts
University of Missouri (Kansas City)
University of New Hampshire
University of North Carolina (Chapel
Hill)
University of North Dakota
University of Virginia (Charlottesville)
University of Wisconsin (Milwaukee)
Virginia Polytechnic Institute
West Virginia University

PRIVATE UNIVERSITIES (24)

Baylor University
Bradley University
Brandeis University
California Institute of Technology
Drake University
Duke University
Emory University
Georgetown University
Hofstra University
Johns Hopkins University
Loyola University (Illinois)
Loyola University (Louisiana)

Marquette University
Northwestern University
Princeton University
Rensselaer Polytechnic Institute
Rice University
St. Johns University (NY)
Seton Hall University
Texas Christian University
University of Miami (FL)
University of Notre Dame
University of Rochester
University of Santa Clara

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report compares new cadets at USMA in the Class of 1978 with other entering freshmen at institutions in the following norm groups: all 4-year colleges, highly selective 4-year colleges, private universities, and public universities. The American Council on Education's survey, which is the basis for this report, investigates data on secondary school and socioeconomic backgrounds, values, interests, and activity patterns.		

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